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ABSTRACT

These two documents describe developments and methods of information dissemination which have contributed to strengthening educational reform in Peru since 1972. Educational developments discussed include: (1) decentralization of school administration with increased community participation; (2) a policy calling for the implementation of educational technology; (3) experiments in the area of student guidance and welfare; (4) a new organizational structure for the schools closely related with the new integrated curriculum; (5) the creation of a civil service career in the field of education; (6) early childhood education; (7) expansion of the upper schools of professional education; and (8) a four year cycle of teacher retraining. Innovations in the design of school structures, particularly the rural ones, have been implemented. Dissemination of information in this widely changing field of education is effected nationally through the educational information services, through library and documentation centers, and through organizations at the provincial level. A description of services, types of users, and a listing of Peru's numerous educational journals are included. Methods and results of the "Diagnosis of Documentation Services" study are provided. (KC)

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MINISTERIO DE EDUCACION

The problem of Information at the National and International level as a consequence of the Improvement of Educational Systems. PERU.

LIMA – PERU 1977

SP 010 321

THE PROBLEM OF INFORMATION AT THE NATIONAL LEVEL
AS A CONSEQUENCE OF THE IMPROVEMENT OF EDUCATIONAL SYSTEMS
PERU: ADDENDA

In the field of educational information our country has made important advances in recent months which make it necessary to bring up to date the information which was sent to UNESCO in September 1976 in preparation for the 36th Meeting of the ICF. This is the purpose of the present document.

INTRODUCTION.-

The Peruvian Educational Information Policy is based on the General Education Law (D.L.19326) in accord with the principles of the National Development Plan and the guidelines for the educational sector.

Actions are designed to accommodate the information and reference services in education to the technical advances being made in the field of information so as to better support the educational activities and developments.

In particular these actions are directed at meeting the needs for information which arise in the fields of research, teacher retraining and improvement, and in the preparation and promotion of educational materials.

With the purpose of systemizing these services and to take maximum advantage of existing resources within the country, a National Educational Information and Documentation Center has been created. This Center has prepared a study titled: "A Diagnosis of Documentation Services in Education" with the aim of setting up regional centers which would allow for a decentralization of these services to better attend the special needs of the diverse regions that make up the country. The integration of all the existing services in education and related areas is also sought with the purpose of forming a National System of Educational Information and Documentation Services.

The National System of Educational Information and Documentation Services carries out a exchange of scientific and technical information with other institutions both within the country and abroad with an emphasis on the Andean Region.

I. INSTITUTING EDUCATIONAL INFORMATION SERVICES

1.1 The country now has a National Educational Information and Documentation Center created out of the Office of Educational Documentation of the National Institute for Educational Research and Development (INIDE).

PURPOSE

Offer a permanent service of scientific and technical information and reference materials in education for the national and international community and in particular for those involved in education.

OBJECTIVES

a. Recuperate and conserve existing information in education at the national and international levels.
b. Prepare and systematize educational information according to the requirements of the educational sector.
c. Publish on a permanent basis and on the national and international level scientific and technical information in education.
d. Promote and develop the National System of Educational Information in coordination with the other branches of the educational sector.
e. Redirect the educational documentation services for the purpose of offering an effective support for the actions of the Educational Reform.

FUNCTIONS

a. Aid the authorities of the Ministry of Education in the formulation of policies and programs in Information and Documentation Services.
b. Coordinate joint actions involving the National System of Information and Documentation Services and regional and international aid organizations.
c. Plan, coordinate, organize, direct, execute and evaluate the actions of the National System of Educational Information and Documentation

2. OTHER ORGANIZATIONS WHICH MAKE AN IMPORTANT CONTRIBUTION TO THE GENERATION, TREATMENT AND PUBLISHING OF EDUCATIONAL INFORMATION.

- Information and Documentation Center of the National Counsel of Peruvian Universities.
- Library of the Faculty of Education of the "San Augustin" State University.
- Documentation Center of the Faculty of Education of the San Marcos State University.
- Library and Documentation Services of the Faculty of Education of the Catholic University of Peru.

3. ORGANIZATIONS AT THE PROVINCIAL LEVEL WHICH TAKE PART IN THE COMPILING OF EDUCATIONAL INFORMATION.

The organizations which compile, process and publish information at the local and provincial level are the documentation centers and libraries which are found at the following levels:

a. Documentation centers and libraries of public institutions.
b. Libraries of centers of higher education.
c. Municipal public libraries.
d. School libraries
e. Libraries of private institutions.

4. NATIONAL NETWORK OF EDUCATIONAL INFORMATION

At present a project to set up a Network of Extension Service in - Educational Information and Documentation is being developed with the financial and technical aid of the Organization of American -- States (OAS). This network will consist of Regional Documentation Centers which will incorporate the diverse Documentation facilities which now exist.

5. COOPERATING NETWORKS

The National Educational Information and Documentation Center participates as a member of networks of information unities related to education such as the Agrupación para la Integración de la Información Socio-Económica ABIISE (Association for the Integration of Socio-economic Information) formed by the most representative Peruvian Institutions that produce and require information in that area.

6. CONTACTS WITH INTERNATIONAL ORGANIZATIONS FOR THE EXCHANGE OF EDUCATIONAL INFORMATION.

As far as the exchange of documents at the international level is - concerned, all the various educational information units are carrying out and ever increasing activity.
The National Educational Information and Documentation Center carries out a great deal of exchange and dissemination of information with the purpose of stimulating contacts between institutions in the sharing of documents, information and experience in the educational field.

7. STAFF PREPARATION

The professional staff which works in educational information units has been prepared in one of the following fields:

a. teaching
b. A discipline related to education
c. Information sciences

The Peruvian Ministry of Education runs the National School for Librarians which offer training in the techniques of organization, processing and analysis. In addition refresher courses are constantly being organized as well as seminars, simposiums, etc. Which deal with the problems of library science and information and documentation facilities in diverse subject areas.

In the Centro Nacional de Información y Documentación Educacional (National Educational Information and Documentation Center) courses are organized for the staff members, dealing with the processing of information in education; for those who use library, dealing with research techniques.

8. EVALUATION OF THE USEFULNESS OF INFORMATION

In the first semester of 1977 a study has been made titled, "Diagnosis of Documentation Services in Education" in which an important part deals with the utility of information for the development of the educational system and for the Educational Reform.

In this diagnosis it is esteemed that the educational process necessarily requires an interchange of documentary information among all subjects involved in education students, teachers or community members.

9. DIFFERENT TYPES OF USERS OF INFORMATION ON EDUCATION

In Peru various studies have been made concerning the informational needs of diverse categories of users. Because they are the most comprehensive, we present in what follows a description of three of these studies:

9.1 Diagnosis and Planning of School Libraries

This is a report which was presented to the Ministry of Education in november of 1969 by the Peruvian Association of Librarians and the Technical Comission on School Li - braries.

This study reveals the situation of the library services in the various scholastic levels and in the Normal Schools. For this study a questionaire was prepared designed to reveal quantitative, qualitative, economic, and tecnical aspects of the school libraries.

An estimate is made of the demand for books and periodicals on the part of students and teachers. This data is compared with the existing stocks in the school libraries.

Finally, a series of guidelines are presented for the setting up of a National Program of School Libraries.

9.2 The Report of the University Book Project

National Counsel of Peruvian Universities (CONUP), office of University Planning, Lima, 1972.

This project of the National Counsel of Peruvian Universities consists in the establishment of a system of bookstores - located in these cities in which Universities exist with a high student population with the aim of providing low cost books and other articles essential to the student's profe- ssional preparation.

A study is made of the market for books among the students; data is presented relating to the annual investment in these items in the University System, and forecasts are - made with regard to the increase in demands in the future.

Statistical data is also presented together with a design of what could become the National University Book System.

9.3 "Diagnosis of the Educational Documentation Services in Peru

National Institute for Educational Research and Development (INIDE) Lima, 1977.

This study is divided into six main sections, which are : a) Conceptual framework, b) Methodology, c) General review of the problems facing the regions studied, d) General review of the problems in educational documentation services, e) Users, and, f) Recomendations for the installation of a network of educational documentation centers.

In the section covering users an analysis is made of these on the basis of information gathered form the various services that were sampled at different levels. This analysis reveals behaviour patterns and frequency of use of information. Teachers' information needs are also studied as well as his use of information, availability of services, study habits and its determinants, interests and requirements of information for the accomplishment of teachers' tasks.

10. PROCEDURES FOR THE PUBLISHING AND DISSEMINATION OF INFORMATION

The information services on education at the various levels usually divulge information through Reading Rooms, Loans and Bibliographical References.

The National Information and Documentation Center also uses a microfilm service as well as an Audiovisual Bank, the preparation of bibliographies, the distribution of publications, book displays etc. Dissemination is either on a direct basis or by way of the mails in the case of regional educational offices, schools and Universities. In addition a service of selective dissemination

of information is used among proffessionals and functionaries of the educational sector in terms of the occupational and -- interest profiles.

11. TYPES OF USERS TO WHOM INFORMATION ON EDUCATION IS SENT

The types of information and documentation services in education differ in terms of the various levels at which these operate - within the system. Thus we find: a) In the libraries of the University education departments the users are students, professional people or professors, b) In the Normal Schools the users are the students and teachers of these institutions and, c) -- the same may be said of the secondary school level.

The National Educatipnal Information and Documentation Center - distributes information to the educational community in general. Among the professionals in education the distribution covers - primarily those in research, evaluation, planning administration and teaching. Among the students it reaches those studying in the education faculties of the University, members of the staff and student body of the Normal Schools and other institutions. Among the community at large it reaches the producers of science and technology, authors of school textbooks and professionals of areas related to education.

12. TYPES OF REFERENCE SERVICES AND EDUCATIONAL JOURNALS

Among the main types of reference service in the country we -- have :

12.1 The National Educational and Documentation Center:

a. Bibliographies on selected topics: through the Cuadernos de Bibliografía Educativa (Educational Bibliographic Pamphlets). This is a publication in 6,000 copies. It consists in an introductory article relating

to the particular topic, a list of books, microfilms - and periodicals relating to the topic. In addition, - anlytic reviews, selected commentaries, news of new - publications and translations as well as legal norms - in education are published.

f. Selective dissemination of abstracts which are distri buted to researchers, planners, evaluators, adminis - trators, teachers, etc., in the educational sector - according to the professional occupations and interest profiles.

12.2 The National Library, which belongs to the educational - sector, publishes an annual Bibliographic Survey of Peru which contains sections on education. As for the annual statistical surveys, the Educational Planning Office (OSPE) of the Ministry of Education publishes annually "Educational Statistics" which contains ample statistical Information relating to both the national and regional le - vels.

As for educational journals published in the country we - may note:

- Educación (Education) San Marcos State University, Lima, 1946-1966. Irregular publication (29 issues have appeared).
- Nueva Educación tribuna de los jóvenes educadores (New Education, Tribune of Young Teachers) Lima 1946-1970. A monthly publication. 240 issues have appeared.
- Revista de Educación (Educational Review), Faculty of Education, Catholic University of Peru, Lima, 1950-1964.
- Educación, la revista del maestro peruano (Education: the Review of the Peruvian Teacher), Lima, National - Institute for Educational Research and Development, - 1970. Irregular. (15 ussues have appeared).
- Aula Abierta (The Open Classroom), Lima, National Ins-

titute for Educational Research and Development. 1976.

13. REFERENCE PUBLICATIONS ON PERUVIAN EDUCATION

Concerning the Peruvian Educational Reform reference works have been published in English and French, such as the General Education Law and studies and reviews of this Law. In addition information about Peruvian education is made known through the publications of international organizations dedicated to education. Up to date and retrospective information on institutions, persons and topics of education in Peru is provided in the Encyclopaedic Dictionary of Peru" by Alberto Tauro del Pino. Also in the Annual Peruvian Bibliography edited by the National Library one also finds information about publications in education which provides us with a reference as to the development of education in Peru. Bibliographies are also offered relating to persons who have been important in educational and cultural affairs.

14. LIBRARY RESOURCES FOR ADQUISITION OF PRINTED MATERIALS

The libraries in education and related areas which exist in the country gain access to printed materials through three traditional channels: a) Purchase, b) exchange, and c) donation.

The information units which have sufficient economic resources of a permanent nature to make regular purchases are:
The National Educational Information and Documentation Center,
The Information and Documentation Center of The National Counsel of Peruvian Universities (CONUP), and the libraries of the Departments of Education of the universities.
At other levels, the purchase of material is on an irregular basis.

15. THE REGISTERING OF CATALOGUES OF NON-PRINTED MATERIALS

The following important catalogues of non-printed material exist in the country:

The National Educational Information and Reference Center -- possesses:

- A catalogue of microfiches of the ERIC series (1966-1975)
- A catalogue and list of materials available in the Audiovisual Bank.

The National Office of School Libraries has a printed list of its audiovisual material organzed by topics.

Some private institutions which loan slides and illustrated pamphlets (such as SONO-VISC S.A.) or that loan films to educational institutions have catalogues of available materials.

16. THE USE OF MASS MEDIA FOR THE TRANSMISSION OF EDUCATIONAL INFORMATION

In line with directives issued by the National Information System, all the radio stations in Peru are required to set aside one hour daily for transmitting educational information wherever there exists an educational Region, Zone or Community Educational Nucleus.

In addition the Instituto Nacional de Teleeducación (National Institute of Teleeducation) produces programs with an educational context for radio and television, such as: "La Casa de Cartón" (which supports Early Childhood Education); "Reto y Respuesta" (which supports the teacher retraining programs); "Puertas Abierta" (which is a complement to the certification courses for teachers in the 2nd and 3rd Categories); "Kallpa" (which complements the Labor Education programs) and "Tarpuy" (which supports the officializing of the Quechua language).

17. THE PROJECT ON THE USE OF COMPUTERS

With respect to the use of computers, the National Educational Information and Documentation Center and the Information and Documentation Center of the CONUP are planning the organization of the use of computers for data banks, catalogue preparation, indexing, preparation of bibliographies and statistical registers.

18. STANDARDS FOR THE PROCESSING OF INFORMATION

Peru is also making an effort to design standard norms at the national level for the handling of frequently used information as well as for educational information. We will mention only a few examples:

- Standard norms for periodicals and bibliographic listings (ITINTEC 31:01)
- Standards for the numbering of sections, paragraphs, sub-paragraphs, etc., of written documents (ITINTEC 31:01-004).
- Norms for the format of articles published in periodicls (ITINTEC 31:01-006).
- The classification System for Education devised by Aida Festini.
- The adaptation of the international nomenclature for educational systems.

19. THE DESCRIPTION OF A POSITIVE NATIONAL EXPERIENCE IN EDUCATIONAL INFORMATION

To bring to a close this report we wish to refer to an experience with positive results which has been carried out recently by the National Educational Information and Documentation Center. This consists in the conclusion of the research project titled.

"A Diagnosis of Documentation Services" carried out at the -- national level. This is a study which will serve as a basis for the setting up of Regional Educational Information and Documentation Centers which will then comprise a network of Documentation services directly dependent on the National Documentation Center.

This study has been carried out by a group of specialists from INIDE who represented a variety of areas. The first step was the designing of a conceptual framework which aimed at defining exactly what should be understood by Educational Documentation Services within the framework of the Educational Reform in Peru. Next, a working methodology for field work was outlined for the purpose of compiling qualitative and quantitative data on the state of educational reference services. Regions were defined on the basis of criteria for socio-economic integration and those centers whose influence is most strongly felt in the provinces. A field guide was prepared as well as questionnaire for the purpose of determining the nature of the demand for educational information. especially among teachers. The main units in which the field work was divides were:

a. The problem of regional scientific information with respect to which the aspects studied were: the production, the sources, formal and non-formal means of dissemination of scientific and educational information.
b. Educational documentation services with respect to which the study covered: resources in infrastructure finance, staff and bibliographic material state of the organization of the information in terms of processing, analysis and dissemination.

Special attention was given to the compilation of data concerning the users. In this regard, the study distinguished between actual and potential users of existing services. In the case -

of the potential users a profile was made on the basis of a questionnaire through which data was obtained on study and reading habits and conditions the interests and needs for information in occupational terms.

The study concludes with recommendations at the regional level for the setting up of a network of Information and Documentation Centers.

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REPUBLICA PERUANA

MINISTERIO DE EDUCACION

Main Trends in Education. PERU.

SP 010 321

LIMA – PERU 1977

MAIN TRENDS IN EDUCATION

PERU : ADDENDA

As the opening of the 36th Meeting of the International Conference on Education approaches, it would not be possible, in the case of our country, to omit mention of the important developments which have taken place since the despatch of our initial report on Main Educational Trends. These developments imply a further strengthening of the Education Reform which, as it is known, has been in effect in Peru since 1972. In what follows we will discuss these developments.

I. STRENGHTENING OF DECENTRALIZATION AND COMMUNITY PARTICIPATION.

1.- Local Departamental Development Committees have been set up which have the responsability for the solucion of each department's particular problems in diverse sectors: construction, housing, transport, etc. These committees are also involved in the problem of educational infrastructure and participate jointly with functionaries of the Ministry of Education and representatives of the community. In this way the administrative procedures for the construction of schools and classrooms have been made more agile, and in some cases, it has also been possible to obtain increased funding for such projects.

2.- The reapportionment of the Núcleos Educativos Comunales - NEC - (Community Educational Nuclei) is being carried out so that the nuclearization process may be made more functional, and so as to eliminate some indefiniteness in the boundaries of each Nucleus and in the number of these. At the present time there are 804 Nuclei.

3.- Simultaneously, directives are being issued with the intent of countering the dangerous trend towards bureaucracy which had begun in the NEC and to strengthen the technical and pedagogical functions of the Nucleus staff. Each Nucleus is conceived as a network of schools within which the staff of the Nucleus should serve to promote pedagogical aspects leaving aside as much as possible administrative tasks.

4.- New directives have been issued concerning the Parents Associations (Asociaciones de Padres de Familia) with the aim of indicating - more clearly their participation in the support of each school and emphasizing the correlation that should exist between these associations and the school principal in order to better carry out their - mutual tasks. With the aim of promoting the participation of the greatest number of parents, directives have been issued which forsee the adequate and opportune renovation of elected offices within - the associations.

Another important point, which favors the contribution by the - associations of material assets both to public and private educational institutions, requires that such contributions as the associations make to schools. This resolves a crucial question, above all in the private sector where in the past the owners of an educational facility were - able to greatly increase their personal wealth through the incorporation into their property of contributions made by the parents associations and the community, properties which, on sale to new owners, had greatly appreciated in value. It could also have occurred that if the - instalations of a school were sold to new owners who did not decide to used all of them for educational purposes, such instalations as were - not used for their original purpose would have been lost to the - educational sector with the result that the State or the community - would have been obliged to make new contributions in order to recuperate the lost facilities.

In this last respect, the thesis which has been formalized in the appropiate directives, is that those contributions which the educational sector receives from the community or from the parents associations and which serve to expand the educational infrastructure, should not be unduly diminished since this would have negative repercussions for the sector as a whole. As a consecuence, the owner of a school may sell that part which represents his personal properly but not that part - which has beeb donated by the parents associations or the community. -

Such donations as these bodies have made whether in the form of cash or labor, shall be passed on gratuitously to the new owner to be administered by him and with the express obligation to use such facilities for educational purposes, that is, as part of the school. This same process will be followed for all future transfers of ownership.

II. APPROVAL OF A POLICY ON EDUCATIONAL TECHNOLOGY.

5.- During the first years of application of the Educational Reform, no policy on educational technology had been defined. As a result, a considerable amount of confusion arose concerning the meaning of this technology, its appropriateness and coherence with respect to the goals of the Reform, and the way in which it could be applied. In practice this confusion was reflected in the use of obscure documents which complicated unnecessarily the teachers'work, and produced on their part unsatisfaction and even rejection. On the other hand, the neo-behavioral technology which was being used did not adequately correspond to an Educational Reform which had emphatically stated its belief in the spiritual nature of man and which desires a profound inner change joined with a perception of axiological principles.

6.- The present policy on educational technology is simple, clear, and removes the former confusions. It is stated that this technology is a set of procedures and techniques which allow the materialization of a given concept of education, and for this reason must be coherent with the said concept, which, in our case, is that embodied in the present Educational Reform. Next, the levels of application of this technology are established, namely: 1) curriculum building. 2) selection of methods for the educational process, 3) preparation of auxiliary aids, and, 4) evaluation both of the learner and of the entire educational process. It is emphasized at every point that educational technology is a means and not and end, and that, as a consequence, it must be an aid for the teacher and not a set of handcuffs which restrict his creativity.

7.- Curriculum building, as the first level of application of educational technology, is decisive in that it is the first translation into reality of the principles of the underlying concept of education. Here, the concept of the of the integral curriculum has been stressed and clarified. This concept embodies one of the deepest aspirations of our Educational Reform. The integral curriculum comprises: cognitive experiences, which bring to the student a coherent vision of the development of the principal fields of the natural and social sciences;non-cognitive experiences, whose objective is to place the student in contact with the manifestations af art, social relations, health requirements, the ethical context of personal and social living, etc.; vocational training (capacitación para el trabajo), whose goal is to develop the work skills necessary for every person; and student guidance, (orientación del educando), which is an aid to the student both for the solution of problems and for the promotion of positive qualities. These areas of the curriculum, as a whole, will allow the student to achieve an integral development of his personality.

8.- The impact of the foregoing concepts on teaching and learning methodology is evident. The methods to be used for the transfer of cognitive material are not always successful nor necessarily applicable when the goal is to place the student in situations from which he may obtain experiences which stimulate social relations, interpersonal relations, art, questions related to health, etc. Likewise vocational training requires special methods as does student guidance. The narrowness of a single formal methodology disappears and in its place the teacher learns to appreciate the nature of the different curricular areas and to find and design methods for each of these.

9.- The same may be said with regard to the other levels of application of educational technology, namely: auxiliary aids and evaluation. The different areas of the curriculum, according to their nature and meaning, demand appropriate auxiliary aids and methods of evaluation. The blackboard and chalk, books and laboratories are indispensable for the transfer of cognitive material but they are poor or simply inoperative aids in the area of non-cognitive experiences where one must look to the contact with the community, and the personal involvement of the students in the perception of works of art or in efforts of personal creativity. Likewise, vocational training and student guidance demand their own special auxiliary aids. As far as evaluation is concerned, it is quite evident that we cannot use the same means of evaluation for cognitive learning as well as for the attitudinal changes which result from non-cognitive experiences. Neither can they be used for the skills acquired through vocational training nor for the personal, social or family enrichment which results from an adequate student guidance.

III. EXPERIMENTS IN THE AREA OF STUDENT GUIDANCE AND WELFARE (OBE).

10.- As a result of the confusion surrounding the curriculum in former years, student guidance was not considered as a separate area of the curriculum but rather as an aspect of each subject area. While this thesis was acceptable as expressed on paper, the result was that in practice it came to mean the non-existence of student guidance. The teachers, preoccupied with the task of teaching a particular subject matter, literally did not have the time to put into practice even a few specific actions in student guidance. The result was that this important aspect of the educational process which had merited such special emphasis both in the spirit and in the letter of the Educational Reform Law, was in practice inoperative.

The policy on educational technology, by clearing up the structure of the curriculum, has reinstated student guidance - as a separate curricular area and at the same time has - determined that this area be assigned an adequate amount of time so that student guidance activities may be effectively - carried out. Today it has been clearly established that student guidance is a part of the curriculum and that it is an - indispensable part, which, as such, requires a specific time within the school schedule in which the teacher can carry out guidance activities either with all the students under his - charge, with a group of these or with a single student and/or his parents.

11.- Considering the delicate nature of student guidance it has not been considered advisable to establish this system in a formal way merely as a directive imparted by the Ministry of Education. For this reason a experimental application of the system of - Student Guidance and Welfare (OBE) has been put into effect in small number of schools distributed throughout the country, - with the intent of creating models which can later be promoted in the remaining schools. This experimental aplication is - being supported and promoted by a National Commission on Student Guidance and Welfare as well as by local promoters at the level of the Educational Regions and Zones.

12.- In those schools in which OBE is being introduced on experimental basis, a series of well thought-out measures have been taken. An analysis has been made of the existing situation among the - student with the purpose of detecting what has come to be called the priority sphere (being that which is most lacking in attention); this may be: personal and social, vocational, academic or - relating to health and nutrition. Once the most serious problems has been detected, the corresponding remedial actions have been planned. The preparation of teachers has been carried out in

order that they may observe the students, detect their difficulties and initiate the pertinent aid. A continuous supporting action has been provided for the teachers on the part of the local promoters of OBE. In each experimental school an obe commission has been formed from those teachers who have the best preparation in this field and from those parents who are interested in collaborating with the OBE project. In those locations where it has been possible to do so, the aid of specialists had been enlisted in order to attend the most serious cases which arise among the students.

IV. A NEW ORGANIZATIONAL STRUCTURE FOR SCHOOLS.

13.- Even though the Educational Reform has been in effect for five years, and although the teachers for the most part act within this new framework, the organizational structure of the schools has remained that of the prior educational system. There is no doubt that in a series of aspects this organization not only did not coincide with the purposes of the Reform but actually served as an obstacle and an impediment to the success of the new directions being taken. The approval of a new organizational structure for schools, which responds to the intentions of the Reform, has therefore been a fundamental step. This new organizational structure has not, however, been implanted suddenly in all schools out of a respect for the spirit of gradualism and to avoid precipitate actions which tend to produce only formal structures and compliance with them, without the corresponding convictions being truly felt. It will therefore be introduced slowly beginning with the larger schools in which the OBE project is underway and in other educational centers of a special nature.

14.- The basic principle of the new organizational structure is simple. Every school should put into practice the integral curriculum of the Reform. As a , in each school, actions should

be carried out in the diverse areas of the curriculum. In the smaller schools it is understood that it will be up to the Principal together with the teachers to promote all the curricular areas. In the larger schools it is more convenient to create certain bodies to carry out the actions which correspond to the different curricular areas. Two such bodies have been established: the Area of Academic Affairs and Vocational Training, and the Area of Non-cognitive Activities, Educational Extension and OBE. Finally, in the largest and most important schools a separate body has been set up for each of the curricular areas. A Coordinator is in charge of each area. Furthermore, in these larger schools, prevision has been made for a teacher to work with the school Principal to carry out a general coordination among the Coordinators of each of the curricular areas. This person will be assigned the title of General Coordinator for Curriculum. In this way it is emphasized that the task of the school is to put into effect a curriculum and that this curriculum should be of an integral nature, this being the only way to achieve a fully developed and balanced personality in the student. At the same time it is also emphasized that the curricular functions are always the same and that it is only the relative size and complexity of a particular school which requires that special bodies be set up to carry them out.

15.- From what has been said it can be appreciated that there is a close correlation between the curricular and organizational structures. In this way it is assured that those areas which have traditionally been considered less important, namely: vocational training, non-cognitive activities, and educational extension and student guidance shall be carried out in practice and not lost amid a set of courses directed basically towards cognitive aspects as has been the case in the traditional system.

V. THE CURRICULUM FOR THE SECOND CYCLE OF BASIC EDUCATION.

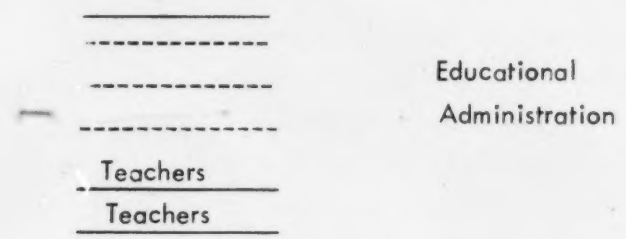
16.- In line with the progress of the Reform, which enters its sixth year, the Curricular Structure for the 2nd. Cycle of Basic Education has been published. This cycle includes grades 5 and 6. The Curricular Structure reflects the principles of the Policy on Educational Technology which has been described previously.

VI. THE CREATION OF THE CIVIL SERVICE CAREER IN EDUCATION.

A truly significant step which marks a turning point in the Educational Reform, in that it dignifies the teaching career, has been the creation of the Civil Service Career in Education for which the first three grades have already been established. To appreciate this fact in its full significance it is necessary to take into account that before this Law a civil service career in education in effect did not exist. Those professionals who obtained their pedagogical degrees whether in the Universities or the Normal Schools were classified in what was known as the First Category. In this category they remained until the conclusion of their service, whether by retirement or death. In other words, all the professionals in education formed part of a single and only category - at the national level. This meant that in effect no career existed - since a career without possibilities for advancement is not truly such. A true career supposes various levels to which promotion is possible. The situation was such that for the 100,000 Peruvian teachers there - were no possibilities for professional and economic advancement. Such was the root of a widespread feeling of frustration and resentment on the part of many teachers. This situation also created problems for - the Government since any raise in salaries necessarily had to be general and on a massive scale which was not always possible. Notwithstanding, between 1970 and 1976 the Peruvian Government had raised salaries for teachers by a total amounting to 17,000 million soles, (210,000 million dollars approximately). These increases were made within the traditional system just described.

18.- A fact which had obscured the non-existence of a civil service - career in education was the possibility that certain teachers might be promoted to posts as school Principal which meant (temporarily at least) an increased salary. From one such post they might - then be promoted to others still higher in the system. It would appear that a civil service career in education existed with the upper echelons corresponding to the executive posts. But such was not really the case. The executive posts were usually in educational administration. Strictly speaking, a teacher who was promoted to school Principal ceased to be, in general terms, a teacher, and was incorporated into the sphere of educational administration. Within the administrative career there did exist a series of levels which permitted a school Principal to be eventually promoted to an executive post within the Ministry of Education itself. If we take into account the fact that educational administration requires certain training and certain skills, which not all persons possess, the promotion of a teacher to an administrative post often meant the loss of a good teacher and the creation of a bad administrator.

19.- The traditional situation has been characterized by a single ladder with the teachers situated on the lowest rung add with the upper rungs occupied by the various levels of posts in educational administration, as can be seen in the following diagram:



20.- The legal norms which have been handed down substantially change - this situation and create a career for teachers. The career in educational administration is retained, but parallel to it a career -

for teachers has been initiated. In this way the teachers can be promoted through various levels without the need of turning into administrators. Those who have a predisposition and the training for a career in educational administration can pursue this without difficulties. On the other hand, the teachers, whose vocation is the classroom, will not remain constrained without hope in the only level which existed in the past, but rather, will be able to be promoted through various levels with the result that their professional status will be strengthened, and, at the same time, their economic position will progressively improve. This new situation can be represented as follows:

Teaching

Educational Administration

Whereas in the past the structure was horizontal with the teachers situated in one sole rung at the bottom of the ladder with the administrators above them, the new structure is longitudinal with the teachers side by side with the administrators located in the same levels and with similar oportunities for promotion.

21.- It should be noted in the new Civil Service Career in Education there will not only be the two lines of promotion which have just been described (Teaching and Administration) but others as well, such as: Research, Educational Technology and Curriculum, Promotion and Retraining, etc., which will make our Civil Service Career in Education on of the most complete and organic.

								IV
								III
								II
								I
Teach.	Prom. and Retrain.	Student Guidance and Welf.	Superv.	Educ. Techn.	Educ. Plan.	Research.	Educ. Adm.	Teaching Levels

22.- The foregoing chart may be briefly explained:

- The teaching career implies direct contact with students
- Promotion and Retraining is the sphere of those who work with teachers and with the community, promoting the Reform and the carrying out of the curriculum.
- OBE (Student Guidance and Welfare) corresponds to those teachers who have specialized in guidance.
- Supervision pertain to those who visit schools to supervise the educational activities and give aid to those who show deficiencies.
- In Educational Technology are those who prepare the curricula, the various educational methods and the auxiliary aids for the educational process, as well as those who fix the norms for student evaluation and those who carry out the evaluation of the use of the curriculum.
- In Educational Planning are the planners of the various branches and levels of the Ministry of Education.
- In Research are those whose specific task is educational research and those who direct the various research departments.

Educational Administration includes the school Principals, the Directors of the NEC, the Directors of the various educational Regions and Zones and the Directors of the Offices of the Central Ministry.

23.- Finally it should be mentioned that the salaries are the same for all those who occupy the same level in the Civil Service Career in Education, whatever their particular area may be (Teaching, Administration, Research, etc.). In the case of Educational Administration, due to the executive responsabilities of these posts, in addition to a salary one receives a special allotment during the time he remains in a given post. On the other hand, this situation is compensated for by the proviso that all those who hold posts in the Administrative area are subject to ratification at a maximun interval of three years. To occupy administrative posts the -

minimum prerequisite is to belong to a given level in the teaching area; the respective levels increase with the relative importance of the administrative post to which one will be assigned.

24.- Within this Career in Education there is a doble mobility: vertically upwards through promotion and horizontally if the teachers pass from one area to another, in which case they conserve the level which they have attained at the moment of transfer.

VII. EARLY CHILDHOOD EDUCATION: A PRIORITY SECTOR.

25.- The Ministry of Education has declared the level of Early Childhood Education (Educación Inicial) to be a priority for governmental efforts in education. As it is known, Early Childhood Education, within the system of the Educational Reform, is that level which attends children of less than six years of age. It does so in relation to the privations of the social group from which the children come, beginning, in the case of the most deprived groups, from the birth of the child. It is evident that it is difficult to carry out such a policy due to the number of children involved. But this cannot be an obstacle to taking some important steps, above all if we consider that the success of Early Childhood Education will mean children with a more balanced development who will make a more intensive, efficient and lasting use of the educational facilities later offered to them. In this light, Early Childhood Education represents a victory over the future. For this reason it has been declared a priority area by the Ministry of Education.

26.- In the formal mode of schooling in government run centers, 223,000 children are being attended thoughout the country. In the non-formal mode, which has been given a great impulse since the begining of the present school year, the number of Early Childhood Education programs has doubled with respect to the previous year. Presently 4,200 programs are functioning throughout the country with the enthusiastic support of local communities. In such programs nearly 180,000 children are being attended. Members of the local commu

nity participate as animators (animadores) as do Normal School - student who in this way satisfy part of their practice teaching assignments. In some places even students in the last years of secondary school are participating. Other government ministries are establishing centers for Early Childhood Education for the benefit of their employees. The private sector has also expanded its activities in this level, and, in general, a situation of - great interest is being witnessed in the neighborhoods and towns where there are constant inquiries as to the way in which Programas No Escolarizado de Educación Inicial - PRONOEI (Non-formal Programas in Early Childhood Education) may be established in their respective places. In other words, a great motivation exists - which is giving rise to what one might call a movilization of parents throughout the country put into effect Early Childhood Education.

27.-In the PRONOEI efforts have been centered on children between 3 and 5 years of age. With the aid of the animators, which were mentioned in the previous paragraph, the children are attended to with the additional technical assistance on the part of the teachers of Early Childhood Education who in the mornings work in government run centers and in the afternoons work in the non-formal programs counselling the animators and giving instructions to the parents. In this way the PRONOEI imply a doble effect: on the - children as well as on the parents.

28.-In accord with the considerable intendification of activity at the level of Early Childhood Education the former Office of Early Childhood Education within the Ministry of Education has been elevated to the level of a General Department (Dirección General).

VIII. EXPANSION OF THE UPPER SCHOOLS OF PROFESSIONAL EDUCATION (ESEP).

30.-The Upper Schools of Proffesional Education (Escuelas Superiores - de Educación Profesional - ESEP) are an important creation of the Educational Reform. Located immediately after Basic Education -

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(which combines the former primary and secondary levels) the ESEP represent a step prior to the University. For this reason the ESEP are considered as part of the System of Higher Education - within which they comprise the first Cycle. Within this new context the Universities themselves have come to be the Second Cycle of Higher Education. The ESEP aspire to provide the students - graduating from Basic Education with a series of semi-professional careers and a training of three years (4 years in exceptional - cases) with a wide range of areas which cover technical careers - (Mechanics, Electricity and Electronics, Surveying, etc.), careers in social work (Education and Health), commercial careers (Business Administration, Accounting, Secretarial Work) and careers in the arts (Visual Arts, Music). The students will be prepared to seriously embark on their respective careers with an adequate level of skill. The curriculum includes courses in general education, courses in professional preparation, on-site practice, non-cognitive activities and student guidance.

31.-Following a rigorous cronological order we would conclude that no ESEP should have been created until 1981 since only in 1980 will there be the students in the ninth and last grade of Basic Education who will be prepared to enter the ESEP in 1981. However it was considered risky to create in 1981 some 70 ESEP which would - have begun to operate without any prior experience as to their organization, their curriculum and their teaching staff, and which - would have begun to operate in a new and unknown terrain. For this reason in was decided in 1975 to create progressively from that - year on a series of pilot ESEP with the purpose of testing the - organizational structure and the curriculum, and so as to begin - the preparation of the new teachers that these institutions requi-

The Ministry of Education, after an appraisal of the results obtained in 1975 and 1976, has decided to accelerate the creation of the ESEP without losing their nature as pilot projects, but at the same time looking ahead to the foreseeable needs in 1981.Thus

the 9 ESEP created in 1975 which became 13 in 1976 have now increased to 24, and 36 are being planned for the coming year. These will in turn increase to 54 in 1979 with the 16 new ESEP which are now under construction with the aid of a loan from the World Bank. It is hoped that in this way a sufficient number of ESEP may be operating by 1981. In reaching this goal the participation of the private sector is also counted on.

32.- For carrying out this pilot project in the ESEP it is true that there are not at the present time students coming from Basic Education, since at this level the students are just entering the sixth grade. However it has been allowed that the students who finish the third year of the traditional secondary schools(still in existence) may enter the ESEP if they so desire. There is considerable demand for admittance to the ESEP and it has been necessary, given the experimental nature of the existing ESEP, to select the students on the basis of their academic record in the first three years of secondary education. In the future, this selection process will disappear since the admittance to the ESEP will be the natural next step after conclusion of Basic Education.

33.- The experience gained in the pilot ESEP has enable remarkable progress in construction of the curricula which from year to year are reajusted with the participation of the various sectors of government and of the economy. This is the first time that the profile of future professionals has been outlined with the full participation of those who are later to use their services. On the other hand it has been possible little by little to train the teachers of the ESEP whose qualifications on the whole can be considered to be good and who show a strong predisposition towards assuming active work with the students and who are thoroughly dedicated to their functions in the ESEP. A truly impressive result has been the change in the attitude and behaviour of the students who, if they had remained in secondary

education, would have shown a very "schoolboyish" behaviour and would not have been inclined to assume responsabilities nor - would have felt identified with the vocational aspects of their education. In the ESEP they have suffered a visible change.The fact of having chosen a career, of taking more advanced courses, of carrying out intense practical training, and of carrying out in the community activities related to the professions which they will later exercise, has transformed these young people,making them painstaking, serious, very identified with their career and motivating them to put in many hours of work even beyond the requirements of the ESEP.

IX. A NEW POLICY FOR TEACHER RETRAINING.

34.- The Educational Law, which contains the legal norms of the Educational Reform, configures Retraining as the means by which the teachers of the country will be able to understand the principles of the Reform and prepare themselves efficiently in order to put into effect the new type of educational process which the Reform puts forth. Retraining in the last few years has turned into a superficial and repetitive process for several reasons among - which were the lack of updating of retraining promoters (reentrenadores) who were selected in 1970 and who received three training courses until 1972, and the weak planning of the content of the Retraining. In the face of this situation the Ministry of Education has reacted vigorously because it feels that Retraining, well done, is one of the most powerful means to carry forward and strengthen the Reform.

35.- The new retraining policy contains a series of essential points:

a) In order that the Retraining not be superficial and repetitive year after year, it has been designed to cover 4 year cycle. Each year a given part of the curriculum will be treated. In this way the teachers will be able to take a more - in depth approach and really improve their level of preparedness;

b) The retraining cycles will allow the teachers to obtain additional points which will be computed for the sake of their promotion within the Civil Service Career in Education;

c) Retraining will place emphasis, not on teaching methods but rather on curricular content; that is to say, the substance of the educational activities will be stressed more than the form of their presentation without, however, neglecting teaching methodology;

d) Retraining will itself have an integral curriculum. We can hardly ask the teachers to put into practice an integral curriculum if they themselves have not experienced an integral preparation;

e) Retraining will be carried out at the level of the Community Educational Nuclei (NEC), and will be under the guidance of the promoters of the NEC who are selected from among the most outstanding teachers. They will be aided by the Retraining promoters;

f) The promoters of each NEC and the national retraining promoters will receive a constant updating for which, in the area of their specialty, they will use the services of the Universities. As for the doctrine and principles of the Reform, the Ministry of Education will organize the corresponding courses.

g) From an academic point of view, the planning of Retraining and the production of supporting materials will be in the hands of INIDE (National Institute for Educational Research and Development);

h) Retraining will include a phase of direct contact with the teachers one month prior to the beginning of school; later there will be a period of follow-up activities during the school year. In the initial phase the retraining will be carried out by the Promoters of the NEC working in the form of integrated teams; the former practice of an all purpose promoter will be abandoned.

j) The activities of the national retraining promoters and the promoters of the NEC will be supported by radio programs under the direction of INTE (National Institute for Teleeducation).

X. A POLICY ON AUXILIARY AIDS FOR EDUCATION.

36.- For the production of educational materials, which is understood to comprise those auxiliary aids for the carrying out of the curriculum, a system is proposed which will guarantee the coherence and fluidity of the production process.

This process includes the stages of identification of requirements, preparation of prototypes, testing and approval of the prototypes, industrial production, distribution, use,follow-up, and control.

This process is circular in that the results of the follow-up and control are fed back to the production stage permitting appropriate adjustments to be made on a permanent basis.

A parallel and complementary system of applied research is designed to permit the further implementation of the various stages of the process.

It should be pointed out that this process applies both to the production of material by the State as well as by the private sector.

37.- The Ministry of Education identifies the requirements for educational material in the various levels and modes of the system on the basis of a diagnosis of the educational needs and the available economic resources. These requirements are established with a lead time of two years which is the minimun necessary to guarantee the preparation, testing, production and distribution.

The private sector handles the production once the types of material and their respective characteristics have been made known. The Ministry of Education reserves the process of prepar

ing prototypes for the experimental curricula and for priority programs of limited scope. The production of material by the teachers themselves is also promoted.

The prototypes, before entering in industrial production, are evaluated and approved by the Ministry of Education taking into account their agreement with existing educational policy, their scientific validity and their technical quality. Necessary mechanisms are set up. In addition, teachers are instructed - in order to guarantee the adequate application of the material.

Follow-up the application of these materials is provided for with the aim of further validation. Control is exercised in each phase of the process for the detection of anormalities.

The applied research is carried out with respect to the diagnosis of requirements, the market profile, the techniques in the preparation of the material, the methods for validation, etc. according to the needs of the production process.

XI. MATERIAL INFRASTRUCTURE.

38.- The demands which have arisen as a result of the implementation of the Educational Reform together with the deficient state of existing school buildings has provoked a serious study of the improvement of the material infrastructure in such a way as to respond on the one hand to the needs of the new system and on the other to the different geophysical conditions throughout - the country. In this respect the Educational Sector has introduced a set of innovations in the design of school buildings.- These differ from the traditional designs and aim to present, as an alternative, prototypes solutions to problems with common characteristics. This done through architectural projects .- called Sistema de Escuelas Urbana del Perú - SEUP (System of Peruvian Urban Schools) and Sistemas de Escuelas Rurales del Perú - SERP (System of Peruvian Rural Schools) among others, - thus avoiding the difficulties and high cost inherent in undertaking each school construction as a separate and finished - product.

39.- The SEUP system creates a design instrument which makes possible: the investment of resources, the rationalization of the construction process to allow for taking advantage of local resources, an increase in the technical level of the projects, etc. Using this system prototypes have been prepared for the construction of new schools for Basic Education.

40.- The SERP system has been designed to meet the needs of rural areas, taking into account their peculiar characteristics such as: a dispersion of cools, inaccesibility by vehicle, poor construction materials, and poor construction procedures. Through the SERP system the attemp is made to acheive constructions which permit:

- Avoidance of the transportation problems which the rural area presents;
- Low cost within a design criterion which guarantees strength and durability;
- Obtaining well lighted, comfortable, and acoustically adequate work areas;
- Adaptability to the requirements of didactic flexibility and to the needs of future expansion;
- Reduction of the need for technical assistance in the process of production and construction;
- Ability to make use of community resources such as materials, techniques and labor.

The tecnical aspect which is provided by the Ministry of Education consists of a three dimensional prefabricated structure, easy to handle and to set up, which is divided into modular units in such a way that it allows for expansion and at the same time satisfies the pedagogical requirements for flexibility. The community, as far as its participation is concerned, has been assigned the tasks of preparing adobe for the walls, procuring agregate materials, setting up the structure, and preparing the windows, doors, etc.

41 - The government's efforts in infrastructure amount to the investment of approximately 5,700 million soles (seven million dollars approximately) whose principal result has been the construction and outfitting of 3,200 classrooms, the launching of 24 Upper - Schools for Professional Education (ESEP), the improvement of the equipment for Basic Education schools through the supply of modular laboratories and shops, and the renovation of the equipment in 22 State Universities.

42.- As for financial aspects, it should be mentioned that the - Government has put into effect a policy which aims at dynamizing investment in education through community participation, and with the help of foreign aid through the subscribing of loans which - in the last few years have added up to some 60 million dollars in financial investment projects.

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